


NECAP Reading Grades 3-5

Digging Into Data to Improve Instruction


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Outcomes for Session

- Examine the design of the NECAP reading assessment at the grades 3-5 span, including GLEs, item types, and released items.
- Examine data sources for the NECAP reading assessment and explore their implications for instruction.




Assessment Design—Reading

- 3 **Sessions** of Reading, utilizing 9 different **forms** that mix together:
 - **Common** (Items and passages taken by all students—used to determine performance toward meeting proficiency)
 - **Equating Matrix** (Variety of previously Field Tested items/passages taken by students to insure equitable difficulty across the forms)
 - **Field Test** (Newly developed passages and items being tested for future use)
- **Item Types:** **Stand Alone** items (Multiple Choice) and **Passages** with items (Multiple Choice and Constructed Response)
 - Stand alones precede passages
 - Short passages have 4 MCs and 1 CR
 - Long passages have 8 MCs and 2 CRs




NECAP Reading GLEs (Grade Level Expectations)

- Word Identification and Analysis
- Vocabulary—Breadth and Use of Strategies
- Literary Reading—Initial Understanding and Analysis and Interpretation
- Informational Reading— Initial Understanding and Analysis and Interpretation



Depth of Knowledge (DOK)/ Cognitive Demand

- Many models of cognitive levels, built from Bloom’s Taxonomy
- For NECAP, Norm Webb’s model is used
- Webb’s Model Uses Four Levels
 - Level 1—Recall
 - Level 2—Skill/Concept
 - Level 3—Strategic Thinking
 - Level 4—Extended Thinking



Let’s Try the Assessment

- Answer the stand alone questions for this 4th grade released item.
- Read the 4th grade informational long passage entitled “George Washington Carver”.
- As you read the passage, try to think about what you are doing as a reader to construct meaning. Make notes as you read.
- Complete the items for this passage. Make any notes about your thinking as you answer the items.

Reflections

What strategies did you use to help yourself complete the passage reading and accompanying items?



Let's Explore the NECAP Reading Assessment Data

<http://iservices.measuredprogress.org/>

Big Picture

- Teaching Year vs. Testing Year
- Types of data reports
 - School Results Reports
 - Released Item Summary
 - Item Analysis Reports
- Instructional Implications

Questions

What questions do you have?



Instructional Implications



Vocabulary

- Word Meaning Knowledge (GLE 3.1)
- Context (GLE 2.1, 3.2)
- Morphology (GLE 2.1)
- Reference Aids (GLE 2.1)

Words in Context

Using context to determine word meaning requires readers to:

- Explore the clues within the sentence
- Explore clues in sentences that precede and follow the sentence in which the word is located
- Use clues to make inferences
- Test inferences to determine if they make sense

Outside-In Strategy

Ebbers (2010) suggests teaching students to use the "Outside-In Strategy" with unknown vocabulary.

- Look at context around word.
- Look at word parts.
- Use both to make inference about word meaning.

What Comprehension Abilities do NECAP Reading Tasks Assess?

- Identifying key ideas and details about story elements
- Using explicitly stated information to answer questions
- Obtaining information from text features
- Summarizing key ideas/event/plot
- Describing character traits
- Making logical predictions, inferences, and conclusions
- Identifying author's message or theme
- Connecting information within or across texts
- Recognizing generalizations

Question Answer Relationships

- **Right There:** You can find the answer to the question directly stated in the material.
- **Think and Search:** You can find parts of the answers in different places of the text, but you will have to put the pieces together to come up with the answer.
- **On My Own:** You must rely on your own background knowledge for the answer.
- **The Author and You:** You must rely on both your own background knowledge and the information from the author in the text.

Show Me the Evidence!

Helping students identify specific details is a critical reading skill.

- Think about why this assertion is significant.
- What comprehension abilities are impacted by the ability to identify specific details?

Noting Details to Summarize

- Learning to select specific details to write summaries helps improve reading comprehension (Graham and McArthur, 2009).
- Multiple ways to do this...
 - **Teaching text annotation**
 - Teaching text structures
 - Use of graphic organizers and note taking
 - Paragraph Shrinking/Getting the Gist
 - **Sentence combining and deconstruction tasks**
 - Using above techniques to support written summarization

Annotating Text

- Big Ideas
- Important Facts and Details
- Language Use
- Author's Purpose
- Story Elements
- Text Features
- Analysis and Interpretation

Sentence Deconstruction/Reconstruction

Then George found that plants could be used for things other than food. Sweet potatoes could be used to make products like flour, candy, and shoe polish. Peanuts could be tuned into soap, ink, and dye. Soon George developed over 300 products that could be made from peanuts.

Sentence Deconstruction/Reconstruction

- Found plants could used for many things besides food
- Sweet potatoes used to make flour, candy, and shoe polish
- Peanuts used to make soap, ink, and dye
- Peanuts made into over 300 products



Sentence Deconstruction/Reconstruction

George found that besides being used to make foods, sweet potatoes could be used to make flour, candy and shoe polish, and peanuts could be used to make more than 300 products, like soap, ink, and dye.



Ideas to Consider when Teaching Constructed Response

- Use simplistic text first, then increase difficulty
- Model the process/gradual release
- Teach “language of stimulus” and deconstructing prompts
- Teach models for organizing responses (acronyms, graphic organizers)
- Teach strategies for finding evidence/specific details
- Teach analysis and deconstruction of sample responses/anchors with scoring guides
- Teach students to write their own constructed response questions and anchor responses



Resources and Questions

- NECAP Resources can be found at:
<http://www.maine.gov/education/ncap/index.html>
- Burning Questions

Exit Ticket



Please complete the final polling questions before leaving the session.
